

DIAGNOSTIC REVIEW REPORT

FOR

FAIRDALE HIGH SCHOOL MAGNET

CAREER ACADEMY

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Fairdale, Kentucky
40118

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.7

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> Stakeholder Interviews Vision and Mission Statements Stakeholder Surveys Self-Assessment Executive Summary Artifact Review 	1
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> PLC Agendas and Minutes Professional Development Plan Stakeholder Interviews Classroom and School Observations Self-Assessment Executive Summary 	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • School-wide SMART Goals • College and Career Readiness Data Wall • 30/60/90 Plan • Quarterly Report • Stakeholder Interviews • Classroom Observations • Advisory Council Agendas and Minutes 	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.2	Develop and implement strategies that will ensure broader stakeholder engagement in (a) building understanding and commitment to the school's shared values and beliefs, (b) developing challenging education programs and equitable learning experiences, and (c) creating a greater sense of ownership and accountability to the overall success of the school among teachers, parents and students.	In interviews, teachers were able to communicate the school's formal statements of vision, purpose, as well as shared values and beliefs. However, the degree to which the purpose, direction, values and beliefs are manifest in teaching and learning is very limited. In some classrooms, students were allowed to have their heads down on their desks and remain disengaged. Roughly 10% of parents participated in the AdvancED survey process which does not meet minimum response rates. Documentation did not reveal the existence of opportunities for parents to be meaningfully engaged in the school.
1.3	Develop strategies to fully engage stakeholders, including all school leaders, in the continuous improvement of student performance and conditions that support learning.	School leadership has developed formal statements of mission, vision and "collective commitments" which provide clear direction for improving conditions that support student learning. However, classroom observations, student survey data, interviews and other documentation reveal little alignment to these formal statements of vision, purpose and direction.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.2

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Executive Summary • Self- Assessment • Stakeholder Interviews • Advisory Council Minutes • School and Classroom Observations 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Advisory Council Minutes and Agendas • Stakeholder Interviews • Professional Development Records • Stakeholder Surveys • Self-Assessment 	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Advisory Council Minutes and Agendas • Stakeholder Interviews • School Leadership Presentation 	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Stakeholder Interviews • 30/60/90 Plans • Artifact Review • Formative Assessments • Stakeholder Surveys • School and Classroom Observations 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> Stakeholder Interviews Purpose and Direction Documentation Stakeholder Surveys Artifact Review 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> Teacher Interviews Walkthrough Schedule Stakeholder Surveys Student Performance Data Self-Assessment Classroom Observations 	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Clarify and develop the role of the School Advisory Council that enables building of leadership capacity for the possible reinstatement of the Council's authority.	Based on interviews with stakeholders, the Advisory Council is not engaged in leadership capacity- building activities. The degree to which council members are involved as leaders in the school is very limited. Consider involving the council in shaping decisions, providing feedback, working collaboratively on school improvement efforts.
2.2	Engage in activities that will foster capacity of the Advisory Council to effectively lead and carry out its role when reinstated in the future.	The school has adopted many practices that support and promote the school's purpose and direction, but most of these practices have never been formalized as official policies of the school. The Advisory Council is not functioning to provide meaningful participation in school-wide decision making. It is important that the leadership skills of the Advisory Council be developed by engaging them in two-way dialogue about school processes, programs, performance and effectiveness.

Indicator	Statement	Rationale
2.4	Build capacity for meaningful collaboration and stakeholder investment and involvement in decision-making. Create more inclusive and participatory decision-making structures, including faculty committees, that are charged with the responsibility of developing and articulating new practices and policies that promote and support the school's mission.	The school has adopted many practices that support and promote its purpose and direction, but most of these practices have never been formalized as official policies of the school. The principal has solicited feedback from various groups within the school faculty (e.g., Instructional Leadership Team, Administrative Team, Professional Learning Community leaders, full faculty), but the degree to which these efforts have resulted in building commitment, understanding, or developed leadership capacity is limited.
2.6	Refine staff supervision and evaluation processes to ensure (a) regular and consistent implementation, (b) alignment with school purpose and direction, and (c) timely and meaningful feedback focused on improvement of professional practice.	Classroom observation data indicates that a few classrooms are highly effective in providing engaging and relevant instruction. Observations revealed a heavy reliance on teacher centered whole group instruction, i.e., lecture, supported with print such as worksheets. Few classrooms provided opportunities for high levels of student engagement through student collaboration, differentiated instruction, use of technology, opportunities to learn about other cultures, etc. In surveys, 50% of students responded that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." Some teacher interviews indicated that supervisory feedback was not always provided following collection of walkthrough data.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2.2

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> Stakeholder Interviews Stakeholder Surveys School and Classroom Observations School Report Card 30/60/90 Plan PLC and Curriculum Documentation 	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> Stakeholder Interviews Stakeholder Surveys Classroom and School Observations School Report Card 30/60/90 Plan PLC Documentation 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> Stakeholder Interviews Stakeholder Surveys Classroom Observations 30/60/90 Plan Artifact Review 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> Stakeholder Interviews School Observations School Report Card 30/60/90 day plans PLC Documentation Student Performance Data 	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> Stakeholder Surveys Classroom and School Observations School Report Card 30/60/90 Plan Artifact Review 	3
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> Classroom and School Observations School Report Card 30/60/90 Plan PLC and Curriculum Documentation 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> Teacher Interviews Staff Surveys School Observations PLC Meetings 	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> Stakeholder Interviews Student and Parent Surveys Artifact Review 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> Student Interviews Classroom Observations Advisor/Advisee Documentation 	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> Artifact Review Stakeholder Interviews Curriculum Documentation 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> Staff Interviews 30/60/90 Plan PLC Documentation 	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> Stakeholder Interviews Stakeholder Surveys School Observations Rtl Plan 	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.1/3.3	Ensure that all students have equitable and challenging learning experiences that are rigorous and lead to success at the next level. Refine processes to ensure that the curriculum is implemented in all classrooms through a variety of instructional approaches including individualization.	While some classrooms employed highly effective instructional practices that fully engaged students, reflected high expectations for student performance and behavior, and provided an appropriate level of rigor, the majority of classrooms did not. In 66 classroom observations, the Equitable Learning Environment and the High Expectations Learning Environment received the lowest ratings of 1.9 on a 4 point scale. A review of student performance data indicates significant performance differences between the general and gap groups suggesting inadequate variety in instructional approach.
3.2	Develop calibration activities including training and/or modeling to ensure consistent and effective feedback is provided through supervision and evaluation processes.	Stakeholder interviews consistently revealed that feedback from supervision and evaluation processes is not regularly provided and is inconsistent with regard to expectations.
3.6	Define and implement a school instructional process that clearly informs students of learning expectations and standards of performance.	Classroom observations, interviews, documentation and artifacts did not reveal the existence of a school instructional process. The process should include provisions for the use of exemplars, requires the use of multiple measures such as formative assessments, to inform ongoing modification of instruction, and ensures students are provided timely feedback about their learning.
3.7	Develop systematic policies, procedures, and practices for mentoring and coaching programs to enhance teaching and learning.	Lack of substantial evidence from observations and interviews indicate a need to develop specific policies and procedures around mentoring and coaching. Mentoring and coaching programs set high expectation for all school personnel and include valid and reliable measures of performance. Creating policies and procedures can provide guidance to staff to enhance teaching and learning in the classrooms and ensure that a systematic and inclusive program exists in the school.

Indicator	Statement	Rationale
3.8	Design, implement and evaluate programs, including a communication plan, to more meaningfully engage families in their students' education.	Stakeholder interviews and artifacts revealed that the school is providing information to parents about school events and students' learning progress in multiple formats, (e.g. Emails, Twitter, Facebook). However, the existence of a formal communication plan that provides information about the primary work of the school in delivering a challenging and equitable curriculum to all students is not evident, (i.e., quarterly newsletter, update on student achievement and accomplishments, teacher and student recognition, etc). Nor is there evidence of the existence of specific programs that have been designed and are being implemented to meaningfully engage parents in the life of the school, i.e., opportunities to shape decisions, to provide feedback, to work collaboratively on school improvement efforts, or to serve in leadership roles.
3.10	Refine and formalize policies, procedures, and practices for grading and reporting to ensure consistency across grade levels and common courses.	Interviews, PLC observations and other documents reviewed did not indicate that consistent grading practices exist. Documentation and interviews did not confirm that grading practices were regularly evaluated. Interviews and documentation revealed that current reporting practices do not provide all stakeholders with appropriate or quality information about student learning, i.e., mastery of curriculum standards, EPAS data, etc. The degree to which the school is adhering to the grading and reporting policies established by the board of education is not clear.
3.11	Develop collaborative processes that will ensure the professional development program builds capacity among all professional and support staff, and that the PD program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	Interviews and documentation suggest that professional development in PLC processes has not resulted in the creation of improved capacity to deliver highly effective instruction that significantly improves student performance.
3.12	Examine the effectiveness of learning support services available in the school to meet the unique learning needs of students. Act upon the results of this examination to improve support services available to meet the unique learning needs of students.	Interviews, documentation and artifacts and classroom observations reveal that unique learning needs of students are not regularly met in and out of the classroom. The school serves multiple neighborhoods including two or three that are significant distances from the school campus. The degree to which the school has adequately addressed the needs of those students who live well outside the "resides" area is not clear.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.3

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> Stakeholder Interviews School and Classroom Observations Artifact Review CSIP 	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> Classroom and School Observations Staff Interviews Technology Plan CSIP 	2

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Technology Plan • Stakeholder Interviews • School and Classroom Observations • Stakeholder Surveys 	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Artifact Review • Principal Interview • Stakeholder Interviews • Classroom and School Observations 	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Principal Interview • Stakeholder Interviews • Mission Statement • Career and Technical Education Program • School Observations 	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Stakeholder Interviews • Classroom and School Observations • Stakeholder Surveys • Artifact Review 	3
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Stakeholder Interviews • Career and Technical Education Program Observations • Stakeholder Surveys • Artifact Review 	3

Opportunities for Improvement

Indicator	Statement	Rationale
4.1	Establish a systematic hiring process to ensure practices necessary to support the school's purpose, direction, and the educational program are implemented. The school has adopted many practices that support and promote the recruiting, hiring and retaining of effective teaching staff but most of these practices have never been formalized as official policies of the school.	Based on a review of documents and interviews with the principal, it was not determined that school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the school purpose, educational programs and continuous improvement. Ensuring that a systematic hiring process is established to include practices necessary to support the school's purpose, direction, and the educational program and implementing it with fidelity will support continuous improvement.
4.2	Develop and implement policies that will ensure instructional time is fiercely protected throughout the school day and especially during class change times.	Observations revealed that instructional time was lost at the beginning and ending of class periods. Teachers allow students to begin to close books and stand or sit at their desk and talk for before the bell rings. In some instances, instruction did not begin until well after the bell had rung.
4.4	Examine the degree to which the school is adequately providing personnel to assist students and teachers in learning about and fully utilizing technology resources and tools. Based on this examination, make adjustments to personnel responsibilities to ensure that technology is used to maximize student success.	Classroom observations consistently revealed that technology was rarely used in the school as an instructional resource by teachers or as learning tools by students. In those instances in which technology was being used in classrooms, it was primarily as a replacement to the traditional chalkboard.
4.5	Re-examine the adequacy of the school technology plan to determine if it provides sufficient direction for the improvement of technology infrastructure. Use the results of this examination to ensure the existence of a school-wide intentional technology implementation plan that will enable the authentic use of technology to maximize learning, address individual learning needs and improve student engagement.	Interviews and survey data confirm that teachers and students have access to media, information and technology resources. However, classroom and school observations clearly indicate insufficient instructional technology resources to help drive improvement in student engagement, addressing individual learning needs of all students, personalizing instruction, (e.g., automated response systems, interactive white boards, technology to use videos and other media, opportunities for students to use technology to do research, solve problems).

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.4

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none">• Executive Summary• School Report Card• CSIP• Self -Assessment• PLC Documentation• Stakeholder Interviews• School Observations	3

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Executive Summary • School Report Card • CSIP • Self -Assessment • PLC Documentation • Stakeholder Interviews 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Executive Summary • Self -Assessment • PLC Data Analysis Procedure • Staff Interviews 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Executive Summary • CSIP • Self-Assessment • PLC Agendas and Minutes • Advisory Council Documentation • Staff Interviews • Data Room Observations 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Communication Practices and Documents • Stakeholder Interviews • Stakeholder Surveys 	3

Opportunities for Improvement

Indicator	Statement	Rationale
5.2/5.4	Develop procedures for monitoring and evaluating the effectiveness of improvement initiatives to ensure verifiable improvement in student learning including readiness and success at the next level. Thoroughly examine procedures that will guarantee fidelity of implementation of improvement activities.	Documents, interviews and observations confirm the existence of an improvement planning framework at the school and PLC levels that involves the collection, analysis and use of data to drive improvement in student performance. However, the degree to which these processes are actually improving student achievement or organizational effectiveness is limited. One of the chief improvement initiatives in the school is the FLEX program which provides intervention for students who do not meet mastery on standards. Student intervention is determined through a single data source, which is primarily teacher-generated assessments, rather than multiple data sources. Documents, artifacts, and other evidence indicating that the school formally evaluates the effectiveness of improvement planning initiatives were very limited.
5.3	Ensure professional learning is provided for both professional and support staff in the evaluation, interpretation, and use of data to help drive improvement in student performance and school effectiveness.	Professional development plans, documentation and interviews with teachers and staff did not show that all professional and support members were regularly and systematically trained in data evaluation, analysis and use.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

The team engaged in artifact review through reports and other available documents in both off-site and on-site. In off-site settings, The Fairdale Diagnostic Review team examined artifacts and evidence provided by both the state and AdvancED. Upon arriving at the on-site location, the team continued its document reviews as observations, interviews and reviewing of data occurred simultaneously.

The Diagnostic Review team met virtually on January 4, 2013, to begin a preliminary examination the Fairdale High School Internal Review documents including the Self-Assessment, Executive Summary and survey data. The team discussed team assignments and determined points of inquiry for the on-site review. Team members arrived at the Louisville Marriott East Hotel on Sunday, January 13, 2013, and concluded their work on January 16, 2013.

Fairdale and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members, school leaders, Site-based Council Members, teachers and support staff were included in the Diagnostic Review process. Individuals who were interviewed were candid in their responses to the Diagnostic Review team. The Diagnostic Review team members conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	7
Advisory Council Members	5
Teachers and Support Personnel	30
Parents and Community Members	13
Students	38
TOTAL	93

The review team conducted unannounced classroom observations in 66 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

A dominant theme that emerged throughout the review was the trust that the majority of stakeholders had for the principal. Students, parents, teachers and community members consistently expressed confidence in the principal to provide effective leadership to improve student performance and school effectiveness. 73% of the students in the school are eligible

for free and reduced lunch and 33% are non-white; however the parents, community members and students identified for interviews for the on-site review were not representative of this demographic. Interviews and observations suggest opportunities for parent and student engagement and involvement in the school need to extend to the entire school community including the satellite attendance areas. The principal's leadership can have a major impact on modeling inclusiveness through shared leadership.

The leadership at Fairdale has implemented some new initiatives that demonstrate efforts to create a culture of high expectation and a student-centered approach for increasing student achievement. Two of the initiatives included the FLEX initiative and the Professional Learning Communities (PLCs). The FLEX (Fluid Learning Extensions) consists of an intervention period during the instructional day where students can enter and exit as needed for academic assistance. Student interviews revealed that this initiative was beneficial to most of them.

While some effective practices are in place to support effective operation of the school as well as improvement planning initiatives, the existence of formal governing policies to guide procedures and practices were extremely limited.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none">Interviews with faculty and stakeholders reveal a strong commitment to improving student performance.
<ul style="list-style-type: none">The principal has implemented various strategies for informing stakeholders about school events and news of student achievements, (e.g., social media, message board, positive post cards, Infinite Campus), but has not developed a formalized plan for interactive communication with all stakeholders. Inclusion of stakeholders in an authentic and deliberate manner is necessary part of maintaining and communicating a purpose and direction for the school.
<ul style="list-style-type: none">The principal should develop a comprehensive process that involves all stakeholders to review, revise and communicate the school's purpose and direction for the improvement of student performance.

<i>Standard 2 – Governance and Leadership</i>
<ul style="list-style-type: none">The Advisory Council meets regularly but is not effectively functioning to build the group's capacity to lead once it is re-established as a formal Site-Based Decision-Making Council. Interviews with stakeholders and a review of Council minutes reveal that meetings focus primarily on reports from the principal on major school initiatives and activities.

Standard 2 – Governance and Leadership

- Under the principal's leadership, teachers have adopted many practices that support and promote the school's purpose and direction, but most of these practices have never been formalized as official policies of the school.
- The principal and administrative team members have taken primary responsibility for the development of the school's instructional mission and priorities. The principal has solicited feedback from various groups within the school faculty (e.g., ILT, PLC leaders, full faculty), but should work to create more inclusive and participatory decision-making structures.
- The principal and leadership staff have created a professional culture based on professional learning communities and articulated a vision of school improvement that has provided new structures for student success. There is little evidence, however, that this vision is transforming day-to-day instructional practices.

Standard 3 – Teaching and Assessing for Learning

- While the PLC framework is in place for collaborative curriculum and assessment development, it is not evident in all classrooms that rigorous and challenging instruction is provided to all students every day. Minimal evidence has been provided that results from common formative assessments resulted in adjustments of instruction to ensure teacher effectiveness as well as student learning across all grades and courses.
- The principal and leadership staff have created a vibrant collaborative teaching culture based on professional learning communities and articulated a vision of school improvement that has provided new structures for student success like the use of learning targets, common formative assessments, and the FLEX intervention period. There is little evidence, however, that this vision is transforming day-to-day instructional practices. Observed lessons reflected a lack of rigor and engaging teaching strategies, and relatively low expectations for how deeply students can think and work with content. Interviews with teachers and a review of curriculum, instruction, and assessment documents suggest that teachers are relying on the FLEX intervention period as their primary means of addressing the needs of students who are struggling to meet learning targets. The principal and leadership team should leverage their positive professional relationships with teachers and the rich collaborative culture of the school to push for more rigorous and engaging instruction, and more classroom-room level adjustments in teaching practice as a result of formative assessments.
- Observations indicate that teachers are not regularly providing personalized instructional strategies or require students to collaborate, self-reflect, or develop critical thinking skills to ensure achievement of intended learning.
- School leaders are participating and providing support during weekly PLC meetings in the four core areas of English, math, science and social studies. However, school leadership is not effectively monitoring instructional practices to ensure that all teachers are providing high quality, rigorous and challenging instruction daily.

Standard 3 – Teaching and Assessing for Learning

<ul style="list-style-type: none"> • All members of Fairdale staff participate in at least one PLC group that is collaborative in nature with an outlined PLC Framework to improve teaching and learning. Artifacts, interviews and observations indicate that staff sometimes engages in research, the examination of student work, reflection, study teams and peer coaching.
<ul style="list-style-type: none"> • Most teachers provide feedback that informs students of the learning expectations through scoring guides/rubrics. Interviews and observations indicate that exemplars or models of proficiency are only sometimes provided to students to guide and inform their learning.
<ul style="list-style-type: none"> • Formal induction processes are in place for newer teachers, yet a systematic program has not been developed for mentoring and coaching to enhance teaching and learning.
<ul style="list-style-type: none"> • Interview and survey data clearly indicated that the school is providing information to students' families through multiple formats (e.g., e-mail, postcards, website, phone contacts, home visits). The data also revealed limited meaningful engagement of families in the school community.
<ul style="list-style-type: none"> • A formal structure is in place for each student to be engaged with an adult advocate on a long-term basis for support in the learning environment; students formally report to their advocates' classrooms one time per week. Additionally, students who need additional supports related to behavior and/or attendance have more intensive advocacy interventions. However, student survey results and low attendance levels indicate that the program has resulted in limited impact.
<ul style="list-style-type: none"> • Practices are in place for grading and reporting, yet interview and survey data among stakeholders revealed some conflicting interpretations of the practices, particularly the transition from traditional to standards-based grading. Policies, processes and procedures for this indicator need to be further developed and clarified among key stakeholders. Upon completion, a more consistent approach to grading and reporting should be clearly communicated to all stakeholders.
<ul style="list-style-type: none"> • Data from the School Report Card, interviews, observations, and surveys showed that while efforts have been made to provide and coordinate learning support services (e.g., FLEX, Period 6) for the unique learning needs of students. Many students have not made sufficient learning progress.

Standard 4 – Resources and Support Systems

<ul style="list-style-type: none"> • School leadership and teacher interviews indicated a strong emphasis on recruiting and employing highly effective educators in the school. However, the school lacks policies and procedures to ensure a consistent and intentional process to hire, place, and retain qualified professional and support staff.
<ul style="list-style-type: none"> • While there is an attempt to maximize instructional time, material and fiscal resources through the creation of the school's weekly FLEX period for students, there was limited evidence to indicate that those extended learning experiences provide equitable opportunities for students.

Standard 4 – Resources and Support Systems

- Evidence reveals that while staff and students have access to media, information and technology resources, authentic integration of technology is not a focus of the school at this time. The school has a newly created Technology Vision, but it is not a specific plan that supports the school's educational programs.
- Student support services are in place, i.e., Family Resource Center, guidance and counseling services, etc.; however, there is a lack of systematic monitoring of program effectiveness.

Standard 5 – Using Results for Continuous Improvement

- The school has established practices to collect, analyze and use student assessment data; however, these practices have not been formalized as official policies of the school. Teachers regularly develop and administer formative common assessments. School leadership uses some assessment tools to measure student progress.
- School leadership has begun to build shared ownership in student success by engaging support staff as mentors of “Red” students. However, most support staff members have not been trained in evaluation, interpretation and use of student achievement data.
- The school has established practices for analyzing data to identify needed improvement in student learning and college and career readiness. These practices have not been formalized as official policies of the school.
- The school uses multiple delivery methods to communicate to stakeholder groups. But, the principal has not formalized these communication strategies into formal policies to ensure continuity and regularity.
- Much evidence has been presented to indicate that improvement planning processes and activities are being carried out in the school. However, the degree to which the improvement planning process at the school and PLC levels is yielding verifiable improvement in student learning is minimal.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality learning that took place around seven learning environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable,

supportive, and well-managed. An environment where high expectations are the norm and active learning takes place is crucial to the achievement of all students. Learning environments measure whether learners' are actively engaged rather than being passive learners with not opportunity to engage in dialogue; they determine students' response to feedback; and the extent to which technology is leveraged for learning.

Observations of classroom are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conducted multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 66 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Of greatest concern from the ELEOT data are two items with mean ratings of 1.9 with focus on creating (1) an environment of high expectations for learning and (2) an equitable learning environment in which, for example, students have access to differentiated learning opportunities. Associated with high expectations, there was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, and were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Associated with an equitable learning environment, there was some evidence that students had equal access to classroom discussions, activities, resources and technology, and that students know that classroom rules and consequences are fair, clear and consistently applied. However, opportunities for students to learn about their own and other's backgrounds, cultures, or differences were limited as were instances in which teachers provided differentiated learning opportunities and activities. Most observations revealed that instruction was whole group, teacher-centered, and lecture supported with print materials.

The existence of a well-managed learning environment was in evidence (mean rating = 2.5) through the vast majority of classroom observations. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Classrooms were mostly orderly during transitions times. Some student "off task" behavior was

observed in a few classrooms which appeared to be a function of the teacher's low or unclear expectations for behavior or engagement.

Likewise, a supportive and active learning environment was somewhat evident in most classrooms (mean ratings = 2.2 and 2.3 respectively). Observers noted some instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences. Students appeared to have a basically positive attitude toward learning and teachers regularly offered support and assistance to help students understand content and accomplish tasks.

Evidence of teachers routinely monitoring student understanding of learning targets and providing feedback was observed less often (mean rating = 2.0). Observers saw inconsistent examples of students responding to teacher feedback to improve their understanding or of teachers probing to assess individual students' mastery of concepts.

The use of technology for deepening teaching and learning, ELEOT results (mean rating = 1.3) indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

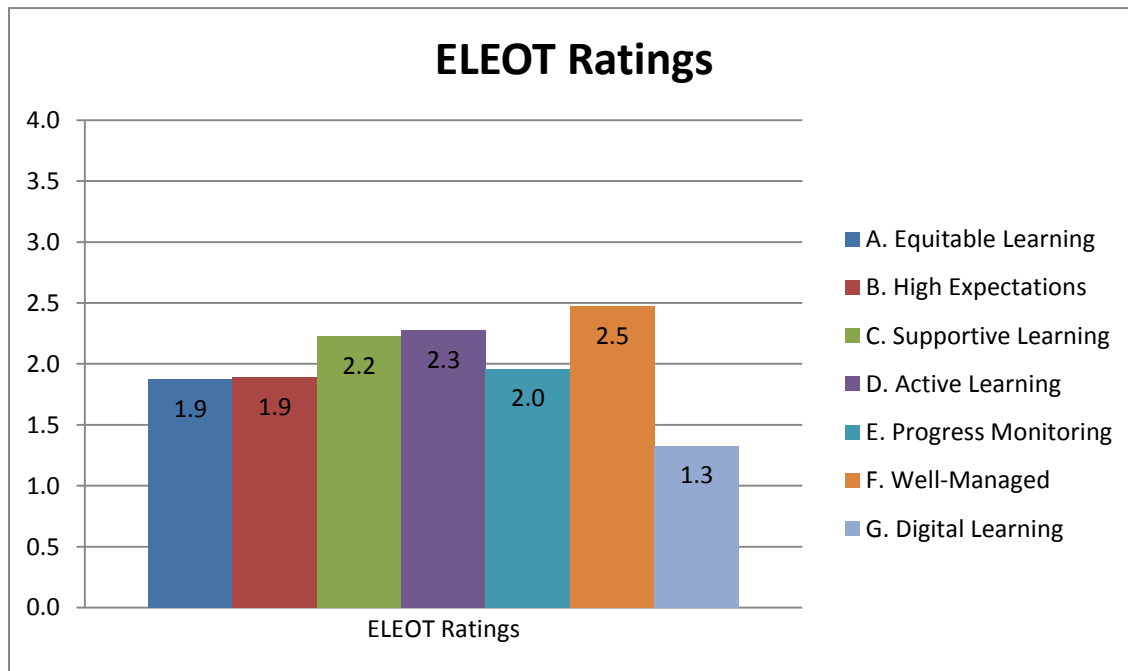
Improvement Priorities

Indicator	Statement	Rationale
1.1	The school has adopted many practices that support and promote the school's purpose and direction, but most of these practices have never been formalized as official policies of the school. The principal should work to create more inclusive and participatory decision-making structures, including stakeholder committees that are charged with the responsibility of developing and articulating new practices and policies that promote and support the school's mission.	The lack of an inclusive process for developing the school purpose was clearly noted in the Self-Assessment and interviews. There was no record of a formalized process that included participation by representatives from all stakeholder groups. Inviting and involving parents and other stakeholders in a formalized and systematic process will offer more parents, community leaders and the Advisory Council an opportunity to voice concerns, make decisions and build community ownership.
2.5	Develop strategies that will improve stakeholder participation and engagement and build a stronger sense of ownership and responsibility among all stakeholders in the success of the school.	The principal has solicited feedback from various groups within the school faculty as evident from artifacts and interview with internal stakeholders. However, the degree to which the school's formal statements of purpose and direction are evident in teacher practice, classroom instruction, existence of differentiated learning opportunities, or a sense of urgency about the use of instructional time is very limited.
3.4	Ensure that all school leaders who monitor classroom and school effectiveness calibrate and align their expectations to guarantee high quality feedback that is consistently provided to all school personnel.	The principal has laid a foundation for instructional improvement via the PLC Framework so teachers can begin to collaboratively reflect on needed improvements in day to day classroom teaching practices to create engaging and rigorous student-centered learning opportunities. It is apparent that school leadership is monitoring performance data, conducting walkthroughs and using the teacher/staff evaluation system. However, in interviews, some stakeholders indicated inconsistent expectations, quality of feedback, and follow-up monitoring.
4.3	Engage stakeholders in a collaborative process to create policies and practices that will ensure the school facilities, services, equipment, are safe, clean, and provide a healthy environment for all students and staff.	The team did not detect the existence of clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment that were commonly understood or practices consistently across the school. In surveys, students responded that they agree/strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

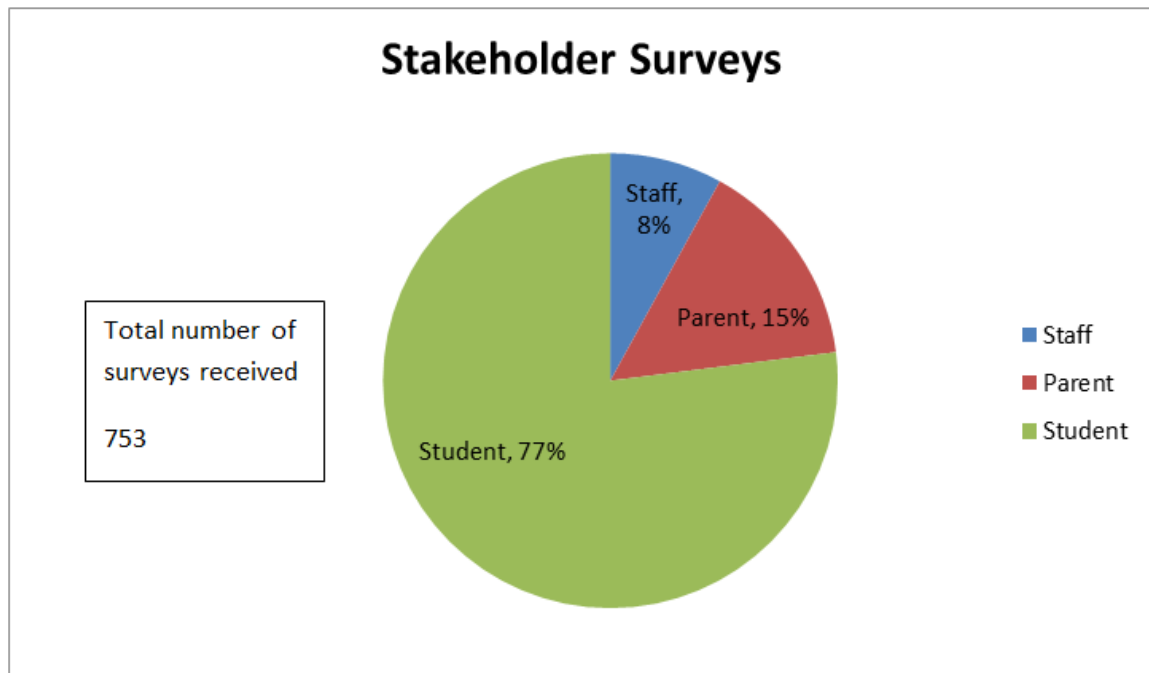
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



Percentages of stakeholder groups
that completed the surveys

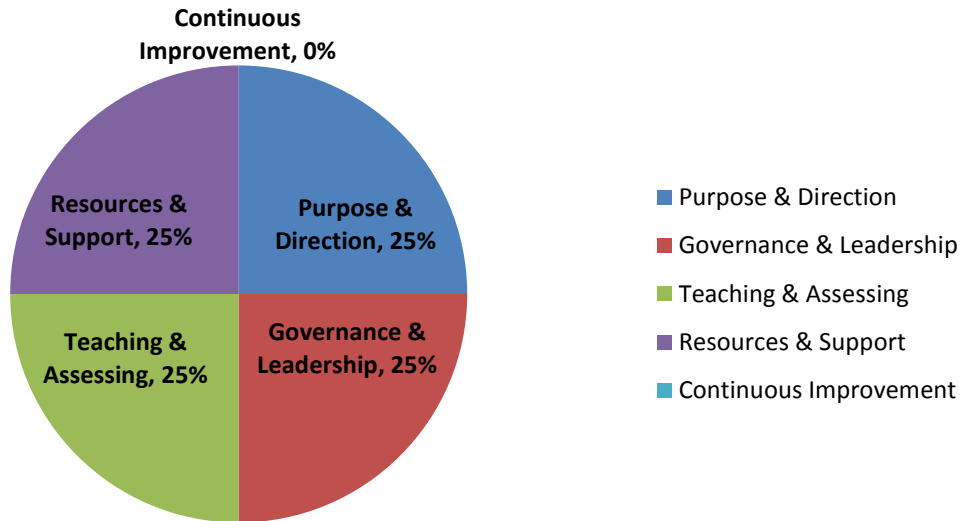


Self-Assessment performance level ratings

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	4	1
1.2	4	2
1.3	4	2
2.1	4	2
2.2	4	2
2.3	4	3
2.4	4	2
2.5	4	2
2.6	3	2
3.1	4	2
3.2	4	2
3.3	4	2
3.4	4	2
3.5	4	3
3.6	4	2
3.7	3	2
3.8	4	2
3.9	4	3
3.10	3	2
3.11	4	2
3.12	4	2
4.1	4	2
4.2	4	2
4.3	4	2
4.4	3	2
4.5	3	2
4.6	4	3
4.7	4	3
5.1	4	3
5.2	4	2
5.3	3	2
5.4	4	2
5.5	4	3

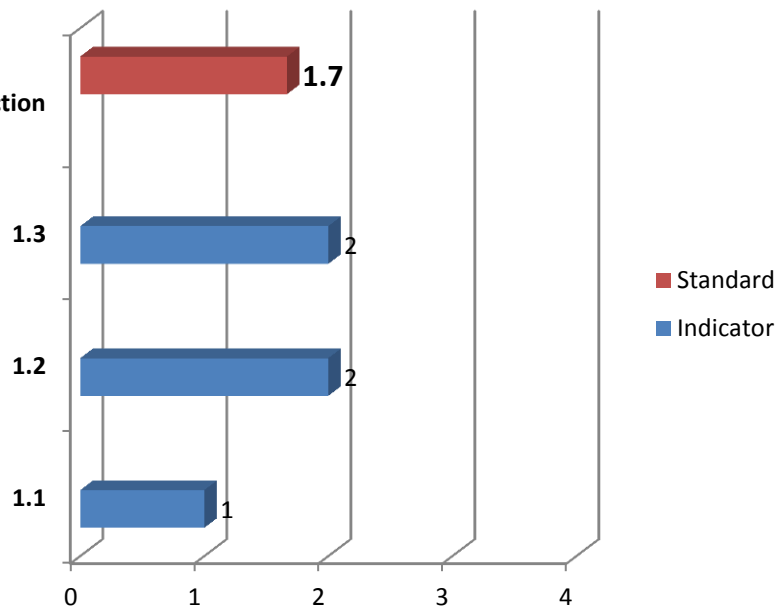
Percentage of Standards identified as
Improvement Priorities

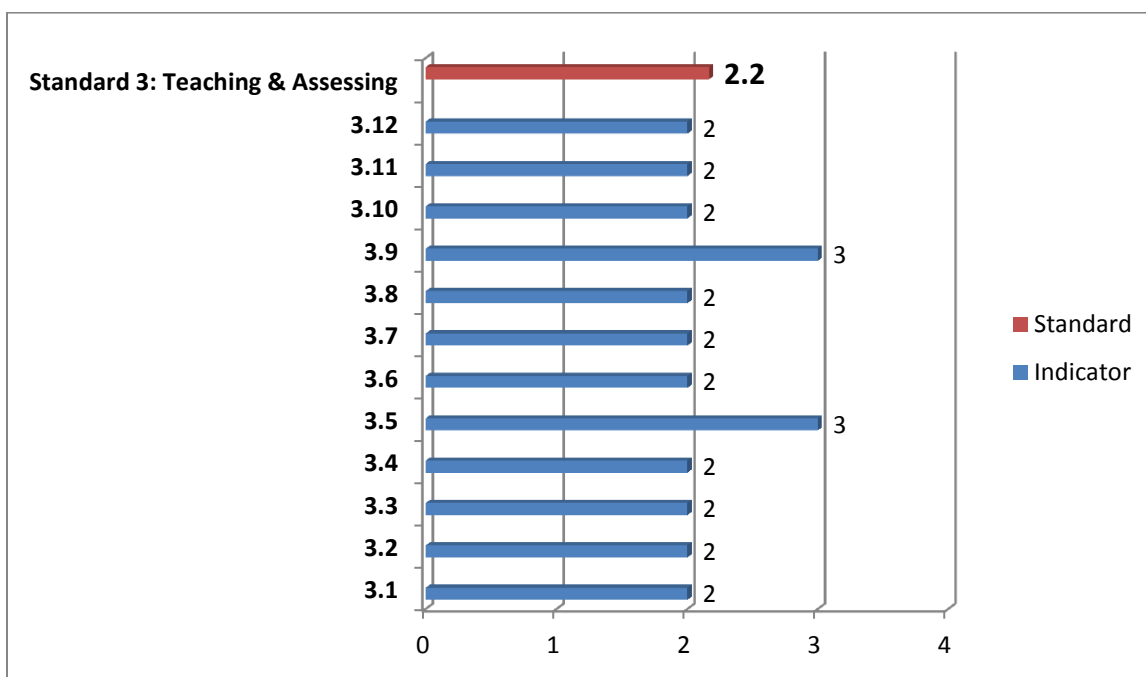
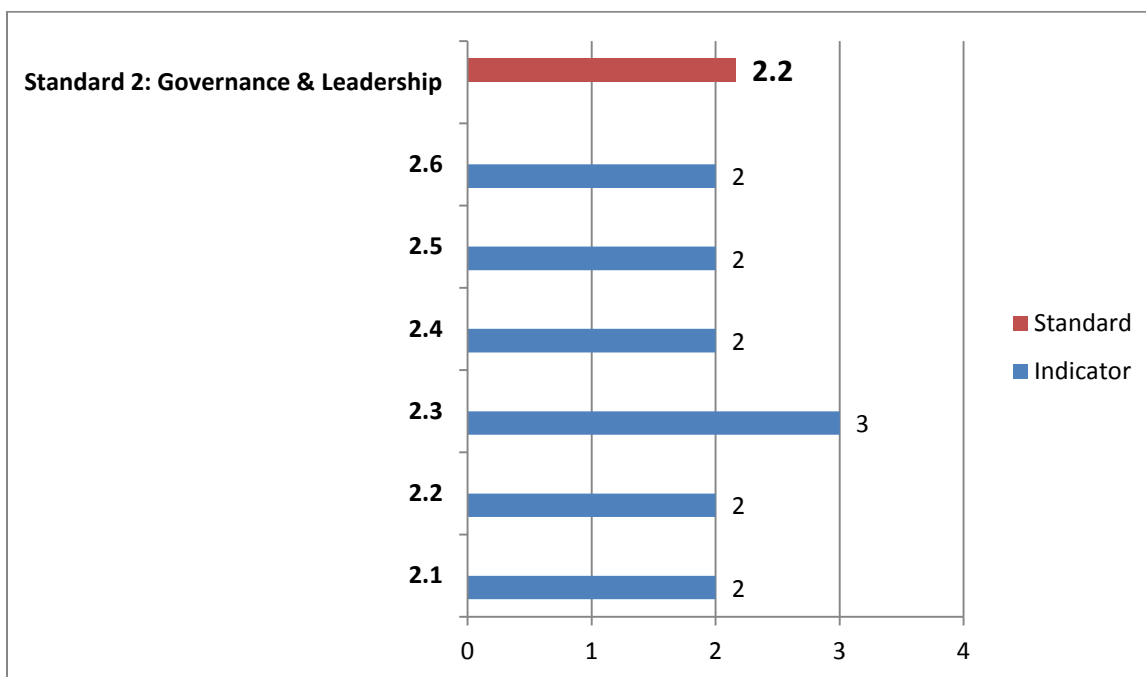
Improvement Priority Report

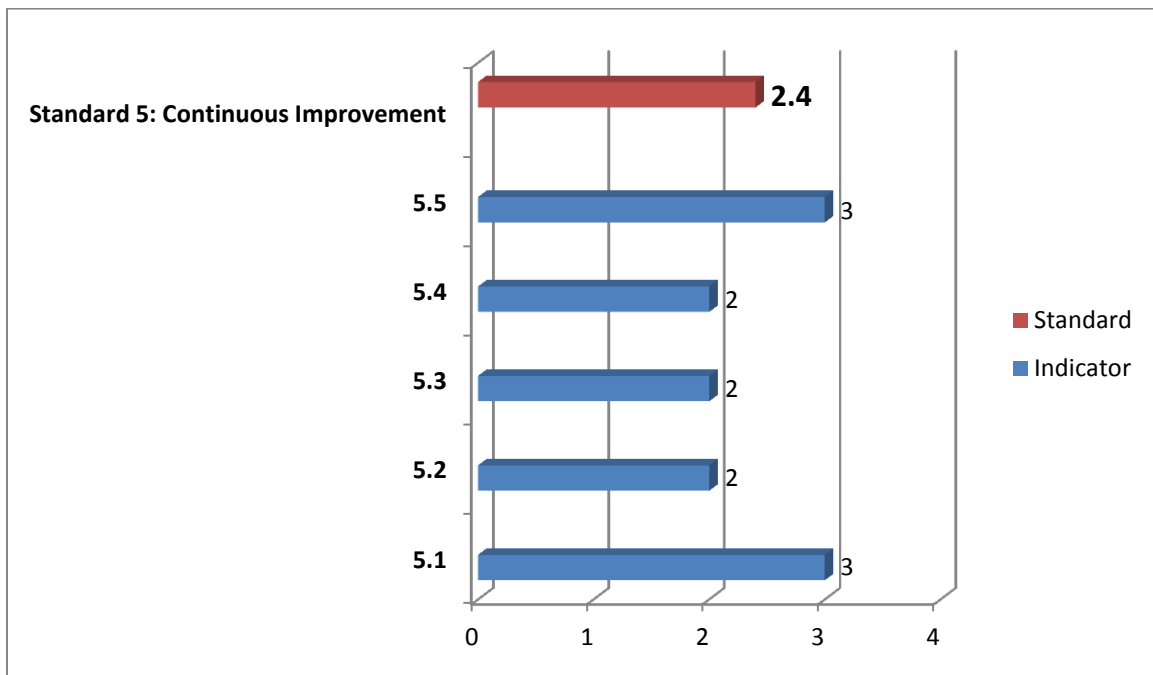
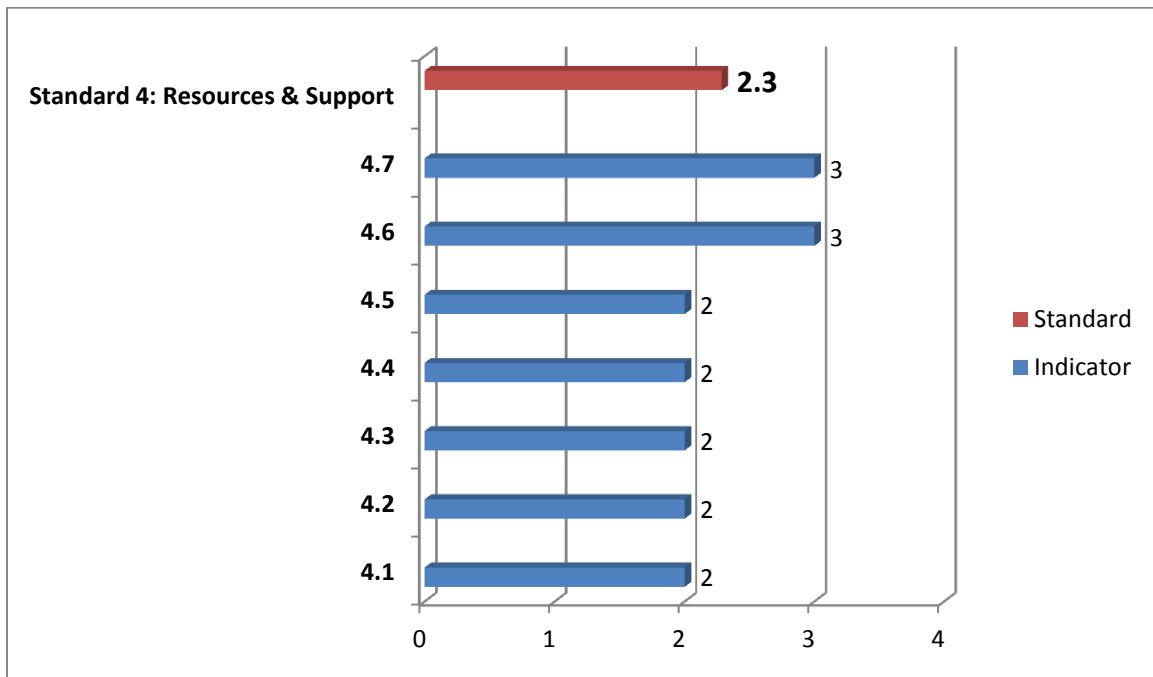


Average ratings for each
Standard and its Indicators

Standard 1: Purpose and Direction







2013 Leadership Assessment/Diagnostic Review Addendum

Fairdale High School 2010-2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:

The principal has not ensured that teachers deliver student centered, rigorous, and differentiated instruction that meets the learning needs of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none">• Observation of classrooms• Interviews with principal, instructional support staff, teachers, parents, and students• 2012 Fairdale School Report Card• Master Schedule• RtI Intervention Plan (FLEX)• PLC Schedule, minutes and observations• Samples of student work• Mission, Vision and Collective Commitments and Beliefs	
Comments: <p>When school leaders carefully and deliberately monitor the implementation of new instructional strategies, such as differentiated instruction, student success is more likely to increase. Although school personnel provide support services to meet the unique learning needs of students, this support does not transfer to the classroom as a practice in terms of rigorous or differentiated instruction. Observations revealed minimal evidence of differentiated instruction as an instructional practice that exists in the classroom to meet the needs of all students. The number of worksheets and low level questions limit student instructional dialogue and critical thinking. The high number of teachers who use some form of lecture as the primary method of instruction does not align with the school's instructional process in support of student learning.</p> <p>Yet, the principal has lead the implementation of powerful changes to curriculum and assessment, including the following:</p> <ul style="list-style-type: none">• Establishing vibrant, high-functioning professional learning communities• Identifying power standards• Translating those standards into learning targets• Using those learning targets to guide instruction• Using common formative assessments to measure student progress toward those targets• Instituting a weekly intervention program to address deficiencies in student	

mastery of targets.

The principal is to be commended for these efforts. All of these steps have moved the school in the direction of more student-centered instruction. Also, a school-wide professional development session has been conducted on differentiation and some PLC's will continue professional learning on this topic. However, classroom observations reveal that instruction in many classes lacks rigor. While students were compliant and well-mannered, few seemed genuinely engaged in the learning process.

Deficiency 2:

The principal has not engaged or informed all stakeholder groups, particularly parents, in sharing ownership of the goals, plans, successes and mission of the school.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Interviews with principal, instructional leaders, teachers, parents, and community members
- Documentation regarding vision and purpose
- Advisory Council minutes
- Stakeholder Survey results/Stakeholder Involvement Diagnostic
- The Missing Piece Diagnostic

Comments:

The school's process for developing the school's purpose and direction did not include teachers, parents or community members. The development of the process began with the administrative team; thus, other stakeholders were not involved in an approach to create shared values and beliefs about teaching and learning nor did they have the opportunity to shape decisions.

The principal informs stakeholder groups, including parents, through e-mail and written communication, social media, and his public presence at school activities and personal outreach to individual parents and families. Most of this communication has been to provide information rather than garner feedback for school improvement.

Major instructional decisions are made by the principal and administrative team. The principal occasionally seeks feedback on key initiatives from various groups among the faculty, and the faculty as a whole. There is, however, no meaningful attempt to actively include stakeholder groups, especially parents and students, in a school-wide effort to develop the school's purpose and direction, or decision-making processes regarding the school's instructional program. Interviews with parents indicate their willingness to contribute to decision-making processes. While they feel their opinions are welcome, their input is not actively solicited. Stakeholders selected to participate in organized interviews were not representative of the whole school population.

Deficiency 3:

The principal does not set high expectations for the achievement of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Interviews with principal, instructional support staff, teachers, parents and students • Observation of classrooms • Review of student work • 2012 Fairdale School Report Card 	
<p>Comments:</p> <p>The principal's level of commitment to a culture that supports challenging learning experiences with high expectations for all was not evident during the observations of the classrooms. As described above under Deficiency 2, the principal has promoted significant changes in curriculum and assessment that bolsters expectations for the teachers. Observations revealed minimal evidence of differentiated instruction as an instructional practice that exists in the classroom to meet the needs of all students. The number of worksheets and low level questions limit student instructional dialogue, critical thinking and engagement. While the school has made improvements in curricular clarity and classroom level assessment, the principal has not established a vision or processes for monitoring and improving instructional practices that support a high level of rigor and expectations for the achievement of all students. The school's instructional leadership team possesses the knowledge and skills to articulate and support such a vision. The principal has not capitalized on the strengths and capacity of his own team.</p>	

Deficiency 4:

The principal has not developed a plan that addresses equity or fosters a school-wide appreciation of cultural diversity.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Interviews with principal and teachers • Observations • Stakeholder Survey results • Professional development documents and records • 2012 Fairdale School Report Card • Discipline reports 	
<p>Comments:</p> <p>The principal attended district-wide diversity training but the result of the training did not</p>	

yield a plan to address equity or foster a school wide appreciation of cultural diversity. Reports indicate that there is an increase in student population of other races and ethnicities. The principal has not developed a plan to address issues related to diversity to provide clear direction for improving conditions that support learning for all students.

The school has conducted book studies and professional development sessions involving all faculty members in discussions about cultural diversity. The school has sponsored some activities that spotlight features of various cultures. Some staff members have attended district-level Cultural Competency training as mentioned previously. However, no formal, on-going plan to foster an appreciation for cultural diversity currently exists.

Deficiency 5:

The principal does not involve the school council in the leadership responsibilities of planning and monitoring school resources.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence:	
<ul style="list-style-type: none"> Interviews with principals, Advisory Council members, district leadership, teachers, parents, and support staff Advisory Council minutes 	
Comments:	
While the Advisory Council currently does not have formal, policy-making powers, the principal has not actively engaged the Advisory Council in informal decision-making processes that would help build their capacity for meaningful leadership in the future.	
The principal offers an opportunity for feedback on school issues but does not invite stakeholders to create, develop or discuss the issues in their initial phase.	
District leadership has not facilitated the growth and development of the advisory council to serve as a School-Based Decision Making Council.	

Diagnostic Review Team Schedule

Fairdale HS Diagnostic Review Schedule

SUNDAY, January 13, 2013

Time	Event	Where	Who
2:00 p.m. 3:30 p.m.	Meeting	Louisville Marriott East	Lead/Co. Lead Evaluators Team Members
4:00 p.m.-7:30 p.m.	Orientation and Planning Session	Thoroughbred Conference Room	Diagnostic Review Team Members
6:30 p.m.-7:30 p.m.	Dinner		Diagnostic Review Team Members

MONDAY, January 14, 2013

Time	Event	Where	Who
Prior to 6:15 a.m.	Breakfast	Hotel	Diagnostic Review Team Members
Depart at 6:30 a.m.	Hotel	Fairdale High School	Diagnostic Review Team Members
7:15	Team arrives at school	Fairdale High School	
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	Fairdale High School	DRT
9:00– 9:15	Break	Fairdale High School	Diagnostic Review Team Members
9:15-10:15	Principal Interview	Fairdale High School	Diagnostic Review Team
10:15 – 11:30 a.m.	Interviews, artifact reviews, observation		Diagnostic Review Team Members

10:30– 11:45	Continue interview, artifact reviews and observation	Fairdale High School	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Fairdale High School	Diagnostic Review Team Members
12:30—2:50	Resume interviews, observation and review of artifacts	Fairdale High School	DRT
2:50	Prepare for interview with parents and community members	Fairdale High School	Diagnostic Review Team Members (working in pairs or group)
3:00-3:30 3:30-4:00	Parent Groups Community partners	Fairdale High School	Diagnostic Review Team Member Groups
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:15 – 7:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> What was learned about the Fairdale? Team members working in pairs to organize and analyze data relevant to standards and indicators for the purpose of re-examining and conducting round two of Standard Indicators. Report back to full team. Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Louisville Marriott East	Diagnostic Review Team Members
7:30 p.m.	Dinner	TBD	Diagnostic Review Team Members

TUESDAY, January 15, 2013

Time	Event	Where	Who
Depart 6:30	Breakfast (prior to 6:30)	Hotel	Diagnostic Review Team Members
7:15 a.m.	Team arrives at school		Diagnostic Review Team
7:15- 7:30	Preparation	Fairdale High School	Sanders, Rawlings and McClelland DRT
8:30 – 9:00	Interview: Amy Dennes, Assistant Superintendent for Region 2		
8:30-11:45	Classroom observations, review of artifacts and interviews		
	Continue interviews not completed on day #1	Fairdale High School	Diagnostic Review Team Members
	Continue artifact review as necessary not completed on day #1		
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	Fairdale High School	Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary	Fairdale High School	Diagnostic Review Team Members
5:00 – 5:45 p.m.	Dinner	To Be Determined	Diagnostic Review Team Members
6:00 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday 	Louisville Marriott East	Diagnostic Review Team Members

	<ul style="list-style-type: none"> • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) • Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings <p>Team member discussion:</p> <ul style="list-style-type: none"> • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 		
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WEDNESDAY, January 16, 2013

Time	Event	Where	Who
Depart at 6:30	Breakfast(Prior to 6:30)	Hotel	Diagnostic Review Team Members
5:30-6:15	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
7:15 – 11:00 a.m.	Interviews classroom observations and school observations if needed Deliberation and final ratings	Fairdale	Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine : Complete Report Parts <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the		Diagnostic Review Team

	<p>principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		
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About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report
Fairdale High School Magnet Career Academy

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Fairdale High School Magnet Career Academy Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Fairdale High School Magnet Career Academy to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Fairdale High School Magnet Career Academy.

Principal, Fairdale High School Magnet Career Academy

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____